DOCUMENT RESUME

ED 429 073 SP 038 407

AUTHOR Katz, Leah; Sax, Caren; Fisher, Douglas
TITLE Activities for a Diverse Classroom: Connecting Students.
INSTITUTION PEAK Parent Center, Inc., Colorado Springs, CO.
SPONS AGENCY Department of Education, Washington, DC.
ISBN ISBN-1-884720-07-2
PUB DATE 1998-00-00
NOTE 62p.; Foreword by Ian Pumpian. Support also provided by the Hunt Alternatives Foundation.
CONTRACT HV086V40007
AVAILABLE FROM PEAK Parent Center, Inc., 6055 Lehman Drive, Suite 101, Colorado Springs, CO 80918; Tel: 719-531-9400; Fax: 719-531-9452; Web site: http://www.peakparent.org
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Class Activities; *Consciousness Raising; Creative Teaching; Curriculum Development; *Diversity (Student); Elementary Secondary Education; Interpersonal Competence; *Student Attitudes

ABSTRACT

This booklet provides classroom activities related to diversity. The activities are designed to help teachers disrupt their schools' dependency on the textbook, the lecture, and the search for the one and only answer, offering a way to introduce difference and acceptance and to enhance new dialogues with students and colleagues. The booklet offers a variety of activities that engage students in the process of understanding the need for friendships and acceptance of others. Teachers can use the booklet to help create a sense of community in the classroom as they introduce students to new ways of thinking about relationships. After an introduction, the first section describes a number of instructional strategies that address the needs of all students, noting that many approaches intended to individualize instruction for students with special needs are useful for all students. This section offers answers to several questions frequently asked when teachers are struggling to incorporate new ways of thinking and acting in their classrooms. The remainder of the book presents the classroom activities, most of which help enhance self-esteem, introduce diversity, encourage discussion and acceptance of differences, introduce the concept of inclusive communities, examine new ways of approaching life, focus on handling new situations, teach about peer support and friendship, and discuss labeling. (SM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

SP

ED 429 073

Activities for a Diverse Classroom: Connecting Students

Leah Katz
Caren Sax
Douglas Fisher

Foreword by:
Ian Pumpian

SP038407

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

Activities for a Diverse Classroom: Connecting Students

Leah Katz
Caren Sax
Douglas Fisher

Foreword by Ian Pumpian

Layout and Design by Loran Mundy

Connecting Students Series Editors:
Barbara E. Buswell
C. Beth Schaffner
Alison Seyler

PEAK Parent Center, Inc.
6055 Lehman Drive, Suite 101
Colorado Springs, Colorado 80918

1998

COPYRIGHT
Copyright ©1998 by PEAK Parent Center, Inc.
Activities for a Diverse Classroom: Connecting Students
ISBN 1-884720-07-2

DESCRIPTION OF THIS BOOK
Activities for a Diverse Classroom: Connecting Students is the first in a series of books edited by Barbara Buswell, Beth Schaffner, and Alison Seyler that expands the earlier work of PEAK Parent Center. The Connecting Students Series provides families and professionals practical strategies for meeting the diverse needs of our student population.

PERMISSION TO COPY
Purchasers of *Activities for a Diverse Classroom: Connecting Students* are granted permission to photocopy the forms in the Appendix for educational purposes. Although photocopying for education purposes is unlimited, none of the forms may be reproduced to generate revenue for any program or individual. Photocopies must be made from an original book.

WAYS TO ORDER ADDITIONAL COPIES
For additional copies of this or other PEAK publications, please contact: PEAK Parent Center, Inc., 6055 Lehman Drive, Suite 101, Colorado Springs, Colorado, 80918, (719) 531-9400, (FAX) (719) 531-9452 or at our web site:
http://www.peakparent.org

TITLES OF RELATED INTEREST PUBLISHED BY PEAK PARENT CENTER
Opening Doors: Strategies for Including All Students in Regular Education
Connecting Students: A Guide to Thoughtful Friendship Facilitation for Educators and Families
Breaking Ground: Ten Families Building Opportunities Through Integration
Discover the Possibilities: A Curriculum for Teaching Parents About Integration

ACKNOWLEDGMENTS

The ideas for the activities in this book have been collected like family recipes handed down through generations. Each cook adds a pinch or a dash here and there. Over time, the original format changes as a newer version takes its place. Many people have assisted us in the creation and implementation of these activities. They are hardly all original works. Although this may not adequately acknowledge the intellectual property and contributions of others, it is the best we can do. All authors and cooks are too numerous to mention! We sincerely appreciate all the teachers, parents, students, and friends who allowed us to try our own version of their recipes.

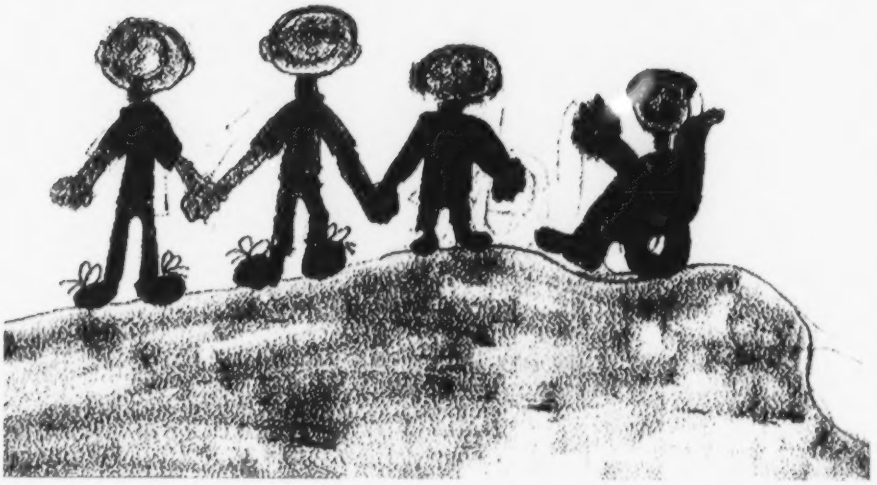
This book would not have been completed without the encouragement and support of Barbara Buswell, Beth Schaffner, and Alison Seyler from PEAK Parent Center. Their vision of an inclusive community served as a powerful motivator in our work. Support for this publication was provided, in part, by the U.S. Department of Education, Grant #HV086V40007, and Dr. Anne Smith. However, the contents do not necessarily represent the policy or position of the U.S. Department of Education. Support for this publication was also provided, in part, by a grant from the Hunt Alternatives Foundation in Denver, Colorado.

About the Authors

Leah Katz is an elementary school teacher in San Diego, CA. Caren Sax and Doug Fisher are teachers at San Diego State University in the College of Education. Together, they have worked on creating social justice activities and supporting all students in inclusive environments.

"The fundamental law of human beings is interdependence. A person is a person through other persons."

Bishop Desmond Tutu



FOREWORD

Connecting for a Purpose

Looking for connections among the different books and articles that I read is a habit I truly value. These connections allow me to construct my beliefs concerning the purposes and practices of education. In this light, I'd like to reflect on the connections between *Activities For A Diverse Classroom: Connecting Students* and Thomas Sergiovanni's seminal work on leadership in schools. Sergiovanni in *Leadership for the Schoolhouse*[1] argues that schools need to evolve from *generic organizations* to become *distinctive communities*. The former, he suggests, are places where acceptance is conditional, relationships are competitive, connections are negotiated, and compliance is the focus of rewards and punishments. Contrarily, a theory of distinctive communities for schools would encourage us to build relationships that provide security and meaning. Carla Nuxoll, a high school teacher, responded to Sergiovanni's themes by asking:

> What happens when the sense of belonging is missing from the schools? What happens if the adults in the school never talk about higher purposes or mission and meaning in any intentional way with each other or with their students? What is the result of this lack of shared purpose? *(1994, cited in Sergiovanni, 1996, p. 56)*

Nuxoll's answers speak to the fragmentation and purposelessness that discourage teachers and confuse students. She summarizes her students' responses to these same issues as follows:

> I hear them beg the adults who are supposed to know how to help them find a purpose and meaning in their schooling beyond tomorrow's test, and even beyond tomorrow's career. But how do we help them uncover purpose? I believe it means having real conversations with them about each other and about commitments and values, about caring and striving. *(1994, cited in Sergiovanni, 1996, p. 56)*

---

[1] Sergiovanni, T. J. (1996). *Leadership for the Schoolhouse.* San Francisco, CA: Jossey-Bass.

As such, I urge you not consider *Activities For A Diverse Classroom: Connecting Students* as a comprehensive text on disability awareness or simply a package of race and human relations lessons. Nor, unfortunately, will it serve as a substitute for the type and extent of conversations and inquiry that are sorely missing in most schools today. While this book is no substitute for such inquiry, it could serve as an important door into it. Too many students and teachers have little history in constructing learning. Consequently, even when a teacher attempts to engage students in an in-depth discussion, it frequently too easily becomes a lecture.

Hopefully you will see *Activities For A Diverse Classroom: Connecting Students* as a way to disrupt your school's dependency on the textbook, the lecture, and the search for the one and only correct answer. Perhaps you will find these activities not only a fun way to introduce difference and acceptance but also a way to begin and enhance new dialogues with your students and colleagues. Perhaps it will be your stepping stone to asking essential questions, organizing interdisciplinary thematic units, conducting action research, and engaging in service learning. Perhaps these simple and fun activities can move your school to a place where democracy, cultures, environment , and intrapersonal and interpersonal relationships are studied with academic rigor. Perhaps you will use this book as a tool to help uncover a more cohesive purpose. Then again, you could simply choose to use one of these activities to supplement a lesson or to deal with isolated questions of difference and acceptance. The choice is yours; the possibilities are unlimited!

Ian Pumpian, Ph.D.
Professor of Educational Leadership
San Diego State University

ABOUT THIS BOOK

Activities For A Diverse Classroom: Connecting Students helps begin the sometimes difficult conversation about diversity in the classroom. This book offers a variety of activities that engage students in a process of understanding the need for friendships and acceptance of others. It builds on the previous work of Beth Schaffner and Barbara Buswell of PEAK Parent Center: *Connecting Students : A Guide to Thoughtful Friendship Facilitation for Educators and Families* and *Opening Doors: Strategies for Including All Students in Regular Education.* Teachers can help create a sense of community in the classroom as they introduce students to new ways of thinking about relationships. Integrating these activities throughout the curriculum provides a more cohesive way to teach these skills and social issues in context rather than in isolation.

We first realized the need to hold discussions about acceptance in the classroom in 1993 when Monica, a student identified with significant disabilities, joined Ms. Katz's fourth grade class. It was Monica's first year in a general education classroom. We thought she might have a difficult time making friends. Since Monica didn't know anyone else in the class, many of her peers felt uncomfortable around her. We knew that lectures to the class on how to get along really would not help. We also knew that we could not force the students to become friends; this approach would not facilitate genuine friendships. Instead, we talked about providing opportunities for students to discover the importance of accepting their own uniqueness as well as the uniqueness of others. We began to develop a variety of activities that could be easily integrated into the curriculum.

As these activities were implemented throughout the year, remarkable changes in the relationships among all the students began to appear. Children who previously had no contact with Monica were not only interacting with her in the classroom, but were also introducing her to other students during recess. Monica had become a true member of the class and was invited to birthday parties, shopping trips, and movies. We learned that interaction was one thing, but real friendship development was the exciting outcome we were looking for.

We also noticed a strong sense of responsible citizenship developing in many of the students. All the students in the class had individual characteristics that they were excited to share. Questions about culture, language, ethnicity, perceived ability, and gender were asked with interest and respect. The students learned about people who were different from themselves. They also learned a great deal about themselves in the process, read great works of literature, improved their speaking and listening skills, and developed meaningful friendships with their peers.

Originally, these activities were created with the third, fourth, and fifth grade curricula in mind. Since then, teachers of all grade levels have easily adapted these activities to fit their curriculum. We know how difficult it is, being teachers ourselves, to add "one more thing" to the list of teaching responsibilities. Our goal in presenting these activities is to ensure that their use is natural and continuous throughout the school year, and, therefore, related to thematic units that most elementary schools address. At the end of each activity, we have included ideas for extension activities reflecting a variety of curricular areas. In addition, we have included related books that are multicultural in nature. As is further explained in the next section, "Wise Practices," we feel that offering a range of literature that reflects society's diversity is essential.

We cannot force friendships and acceptance, but we can educate children about differences and increase their comfort level. We hope that these activities will be a helpful resource and a lot of fun for teachers and students! We also hope that readers of this book thoughtfully consider the question that guided our work . . .

How different will it be when children who respect and value individual differences run the world?

WISE PRACTICES IN EDUCATION

In this section, we describe a number of instructional strategies that address the needs of all students. Many approaches intended to individualize instruction for students with special needs are useful for all students, particularly those who speak English as a second language, or who have other learning difficulties. "Differentiating" instruction, or implementing methods that build on specific skills and talents of students, implies that teachers offer a variety of educational formats so that students can discover how they learn best. Some schools are adopting school-wide accommodations in order to identify the modifications and adaptations that should be generically available for all students.

The following questions are the ones that we hear most often when teachers are struggling to incorporate new ways of thinking and acting in their classrooms. Our responses are based on our experiences in a number of classrooms. While answering these questions, we often think of Amanda, a third grader, and her classmates' understanding of school. We like to keep Amanda in mind to ground our work.

1) What are the parameters for grouping students? Can't I ever group students who have common needs?

First, we think that students should be grouped and regrouped all the time. Fixed groups, especially based on ability, run counter to all the things we are trying to accomplish in this book. There are many instructional strategies available to today's teachers which enable the learning of academic skills in heterogeneous groups. Can you imagine Amanda's confusion when she experiences activities designed to increase community and appreciation of diversity, but never gets to interact with some of her peers because of personal, cognitive, or physical characteristics? This is not to say that a teacher might never group children who are struggling to understand a particular concept. When organizing instruction in "learning centers," teachers often group specific students together to provide explicit instruction based on their needs. The important point here is

that this group is not permanent and that students are grouped so that each has a chance to be a leader in at least one of their groups. Second, we encourage the use of cooperative groups. We know from experience that this dynamic is very powerful! But students don't know instinctively how to cooperate in groups. They need to practice cooperative learning, not just to hear about it. And imagine Amanda's concern when she never sees examples of her teachers cooperating as partners, or worse, hears teachers who are not as accepting of differences as they might otherwise admit. Actions speak louder than words!

2) What's the difference between "accommodations" and "modifications" when trying to meet specific needs of students?

Both accommodations and modifications are types of adaptations that are made to the environment, curriculum, instruction, and assessment practices in order for students to be successful learners. While different interpretations may be found, we are using these terms with the following meanings. **Accommodations** are changes in how a student accesses information and demonstrates learning. Accommodations **do not** substantially change the instructional level, the content, or the performance criteria. **Modifications** are changes in what a student is expected to learn and demonstrate when participating in the general education curriculum. Modifications do not mean that the student is given a separate or parallel curriculum.

3) How do I check my classroom to ensure that I'm offering an enriching, safe, and motivating environment for all my students?

We think that teachers need to have lots of books in their classrooms and encourage students to read all the time. These books should be reflective of the diversity in our community. Amanda would be really surprised if she never saw anyone who looked like her in one of the classroom books. While quantity is good where books are concerned, quality is even better. Books and other instructional materials (including audio and videotapes, computer programs, children's periodicals, etc.) must reflect different types of families, non-traditional gender roles, cultural uniqueness, as well as a variety of languages and accessible formats. In addition, books that address

difficult issues should be available so that students know that it's safe to ask questions. Displaying these kinds of books helps to create a safe environment and comfort level where children feel free to ask tough questions.

One of the strategies that we love to use, is "read, write, pair, share." Particularly when introducing a new book or story, teachers find this four-step approach helpful:

1. Read: Students either read silently, or read along as the teacher reads aloud.
2. Write: Students quickly write their impressions or reactions to the text, or answer a specific question.
3. Pair: Students turn to a partner and talk about what they've written.
4. Share: Large group sharing, which is much less intimidating after having just shared with a partner.

In order for all students to participate in this activity, it is important for the teacher to use appropriate accommodations or modifications for students who need them.

4) How do students really apply what they learn?

We believe that experiential lessons are very important for real learning. Sure, we could lecture to Amanda and her classmates about the importance of getting along and treating everyone with respect, but how much of that information would they really remember and be able to use? The activities and discussion questions in this book provide "real-life" opportunities for students to apply what they learn in the classroom to situations that come up at recess, after school, and at home. We also believe that homework should look different than schoolwork. Assignments to be completed at home should involve interacting with family, friends, neighbors, or professionals in the child's life. When Amanda is assigned to survey people about how they like their potatoes served (see Potato Personality), why not have her also ask questions about how traditional potato dishes differ across cultures?

5) How can I include these activities with everything else I'm required to teach?

The activities in this book are designed to fit easily into thematic units. As teachers feel more comfortable about initiating or responding to questions about differences, they more automatically infuse these perspectives into everything they teach. They discover more and more materials that become part of their classroom libraries. Students who spend a year exploring questions and issues of diversity continue to look at the world in more holistic ways for the rest of their school careers.

One of the ways that we see teachers assess the progress of their students is through the use of concept maps. This is a great strategy that all students can participate in at a variety of levels. Typically, students form groups of three to five and are given a concept that they must represent with pictures. They start out with the concept in the middle of the page and draw lines to related concepts that are illustrated by other pictures. Students who express themselves better through pictures can shine during these activities, while students who write expressively may complete additional descriptive passages. Students who are limited in their English skills are also able to participate as their contribution isn't completely dependent on their writing or verbal ability. Students who have physical or cognitive limitations may participate by finding pictures in magazines that demonstrate their understanding of the concept, or by adding a dimension of sound by recording and then playing appropriate music or sound effects when presenting the map to the class. Having students construct these maps may be done as an introduction to a new lesson to assess students' prior knowledge, or it may be done at the end of a lesson to ensure that everyone understood the main points of the lesson.

While far from comprehensive, this section has highlighted some examples of sound teaching practices that we see wise teachers using. As with the rest of the book, we hope that these ideas will open conversations on how your school supports the education of all students. Everyone in a school holds responsibility for quality education. Teachers should not have to feel alone or start over every

time they discover new challenges in reaching the students in their classroom. The school administration, indeed the school district, has a role to play in encouraging and supporting teachers to implement wise practices for all.

BEST COPY AVAILABLE

IT'S MY

Overview and Objectives

This is a great activity for the start of a school year. As students become better acquainted, they will recognize more unique qualities about themselves and each other. This activity is designed

- To build self-esteem
- To encourage discussion and acceptance of individual differences
- To familiarize students with the concept of inclusive schooling & communities

Materials and Preparation

1. One apple for each student (Ask each student to bring one apple from home.)
2. A box or basket to collect apples
3. Pens and chart paper with topics listed: "How am I unique?" and "We all have things in common"
4. Arrange room so that students can stand in a large circle.

Activity Sequence

1. Teacher demonstrates how students should examine an apple by holding up one apple and pointing out unique characteristics about the apple (an indent, a bruise, the color, etc.) Hand out one apple to each student.
2. Students examine their apples and raise their hand when they are finished. Apples are then collected in the basket.
3. When all apples are back in the basket, the teacher passes the apples around in the circle, one at a time. Each student must check each apple as it comes to them, passing it along until they find their own apple.
4. Remind students to look for the unique characteristics in their apple.

APPLE

Discussion Points

- " How did you identify your apple?"
- " How do you think this activity relates to people?" *(Prompted responses: all individuals are different or unique)*
- " How are you unique?" *(List ideas on chart paper titled, "How am I unique?")*
- "What are things that we all have in common?" *(List ideas on chart paper titled, "We all have things in common!")*

Extension Activities

Art and Writing: Cut up apples. Make apple prints using the different apple slices. Write about how, just as the apple prints have similarities and differences, they too have qualities that are similar, different, and that make them unique.

Math: Students can create Venn diagrams to show unique qualities that they have, characteristics or interests that they share with others.

Extended Literature

- *Johnny Appleseed*
- *Feelings (Beginning to Learn About)*
- *3 Kids Dreamin'*
- *Abiyoyo: Based on a South African Lullaby and Folk Story*

WHAT'S

Overview and Objectives

This is another good "get acquainted" activity that can be used to introduce disability and diversity issues. The focus is on understanding that we make assumptions about others that may not be accurate. The purpose is to demonstrate and discuss how assumptions about people are developed.

Materials and Preparation

1. Cut out partner name tags *(included in Appendix p. 44)*. If desired, glue onto apples made from construction paper
2. Write these two questions on the board:
   a. "What is your favorite activity?"
   b. "What is one thing that about you that makes you unique?"

Activity Sequence

1. Teacher hands out name tags, instructing students to find their partners without talking.
2. When all students have found their partners, teacher has pairs take turns answering the questions on the board with actions instead of words. Allow students about 10 minutes or until most of the class is finished.
3. Students should then have about 5 minutes to discuss their answers aloud with their partners.
4. In a large group, students will introduce their partner, what they predicted each others' answers would be, and what they learned after talking.

18

IN A NAME?

Discussion Points

- Ask partners to introduce each other and tell what they learned about their partner.
- "What things about your partner led you to believe they were a certain way?"
- "Were you surprised to find out when you were incorrect?"
- "What did you learn?"
- "What do you think are the disadvantages of making assumptions about people?" *(Write a list on board or chart paper)*
- "Was it difficult to communicate without voices?"
- "What other ways did you communicate?"
- "What ways do people communicate other than by talking?"
- "Have you ever made assumptions about others that were wrong? Have others made assumptions about you? How did you feel?"

Extension Activity

Language Arts: Make a class poster listing ways to avoid making assumptions about people and to make all students in the classroom feel accepted. *(Examples: I will not judge someone because of the clothes they wear, I will not make fun of another kid because they talk differently than I do, etc.)*

Pass the poster around the room and have each child sign it to show a commitment to the group.

Extended Literature

- *Beware of the Brindlebeast*
- *Tall Timber Tales: Paul Bunyan Stories*
- *The Girl Who Loved Coyotes: Stories of the Southwest*
- *The Meanest Thing To Say*

BEST COPY AVAILABLE

"LIFE IS LIKE A BOX

Overview and Objectives

Just like the old saying, "you can't judge a book by its cover," you can't always tell what a person's like on the inside without taking the time to get better acquainted. This activity is a fun way to open this discussion and

- To encourage students to not make judgments about a person without really knowing them
- To promote a respect for diversity

Materials and Preparation

1. Buy chocolate candy with a variety of soft centers so that students do not know what is inside. (Buy enough for each student in class to get a piece of candy.)
2. Scratch paper and pencils (one for each group of students)
3. One large poster board
4. Make a list of possible fillings of the candies on chart paper.
5. Divide class into groups of four or five students, choosing a recorder for each group.

Activity Sequence

1. Teacher hands out one chocolate to each student, instructing them not to eat it.
2. The recorder folds the group's sheet of paper in half, opens it up, and titles one column "correct guess" and one column "incorrect guess."
3. Each student guesses what type of filling she/he thinks will be in their chocolate.
4. After each student predicts the type of filling, he or she takes a bite of the candy. The recorder places a check mark in the column "correct guess" if the prediction was correct or "incorrect guess" if the prediction was incorrect.

OF CHOCOLATES"

Discussion Points

- "How many correct and how many incorrect guesses were there in your group?" The teacher tallies them on the poster board.
- "What did you learn from this activity?"
- "How can what you learned from this activity be applied to people?" *(Prompted discussion: we can't tell what people are like just by judging them on what we can see. It's important to get to know what people have on the inside.)*
- "What are some of your talents and abilities that people may not notice just by looking at you?"
- " How many times do we think certain things about a person because they have a disability, are a different gender, or have a different skin color, when in fact we don't really know that person?"
- " What were some of the reactions you have had towards a person you've met who is different from you? Did those opinions change once you got to know that person?"

Extension Activities

Math: Graph the different types of candies.
Graph a survey of favorite types of candy.
Science: Research who invented chocolate.
Social Studies: Discuss diversity in society.
Language: Write a reaction or "quick write" (a series of timed writing sequences, focusing on content first, editing afterward) about how this activity made you feel.

Extended Literature

- *Charlie and the Chocolate Factory*
- *Adopted by the Eagles: A Plains Indian Story of Friendship and Treachery*
- *The Adventures of Hershel of Ostropol*
- *The Treasure Hunt*

BEST COPY AVAILABLE

WITCH'S ABILITIES

Overview and Objectives

Everyone has unique gifts that benefit others. This activity provides students with the opportunity to share a little about themselves and their talents.

The purpose is:

- To promote self-esteem through identifying students' abilities
- To teach the importance of working together and the benefits of having a variety of abilities

Materials and Preparation

1. Four index cards per student
2. One witch's cauldron or bucket for each group
3. Copies of "Haunted House" story - 1 per group *(included in Appendix p. 47)*

Activity Sequence

1. Teacher divides class into groups of 4-5 students and assigns the following roles in each group: Reader #1, Reader #2, Chooser, Recorder #1, Recorder #2.
2. Teacher asks students to write on their 4 individual index cards: "Write 3 things about yourself that make you special or 3 abilities that you have." *(For example, good at math, sense of humor, etc.)*
3. Teacher instructs students to write on the remaining card something that they have difficulty doing, or that they fear.
4. Students put all the cards in the cauldron in the middle of the group's table.
5. In each group, Reader #1 and Reader #2 read the "Haunted House" mystery to the group.
6. The teacher instructs the Chooser to choose at least 5 cards from the cauldron and explains how the group will use those 5 abilities from the group's cards to escape from the Haunted House. *(For example, Jaime is good at sports so he can jump up to the stoop and pull everyone up. Joleene is great at math so she will be able to estimate how high the opening in the ceiling is.)* When the group comes across a card that is an example of a difficulty or fear, they are to figure out how everyone else's strengths might help to lessen the impact of that issue.

BREW

Discussion Points

- "What did you do to get out of the house?"
- "Do we all have things that we are good at and that can help in difficult situations?"
- "How do you make the best of a situation when you have to overcome your fears?"
- "How do friends help each other build on strengths and minimize limitations?"

Extension Activities

Science: Research inventions that have been designed for people with disabilities.

Social Studies: Research famous people who have disabilities, who are of minority cultures, or who represent people in non-traditional roles and occupations. Students can invite a guest speaker to the classroom.

Extended Literature

- *Spooky Stories and Other Scary Stuff*
- *The 13 Nights of Halloween*
- *Beneath the Ghost Moon*

BEST COPY AVAILABLE

TURKEY

Overview and Objectives

Not only do we all have unique gifts, we all express ourselves in unique ways. As students make turkeys and write about them in this activity, they can express their personalities and interests. This activity is designed to assist students in recognizing and appreciating diversity among themselves.

Materials and Preparation

1. Turkeys cut out for every student *(pattern included in Appendix p. 49)*
2. Fabric for turkey's clothes to be brought in by students
3. Glue, scissors, crayons or markers
4. One piece of lined paper for each student

Activity Sequence

1. Teacher demonstrates how to dress the turkey by making a sample in front of class.
2. Students each dress their own turkey and write a description of it.
3. Teacher collects descriptions and hangs turkeys around the room.
4. Teacher then reads a description and asks students to find the matching turkey.

BEST COPY AVAILABLE

DRESSING

Discussion Points

- "What did you notice about the turkeys?"
- "Why were the turkeys so different?"
- "All the turkeys started out the same, but when each of you added your own personality, each turkey became unique just like each of you. How did you decide how to dress your turkey?"

Extension Activities

Social studies: Research the history of why turkeys are a traditional Thanksgiving food.

Find out how people from a variety of cultural backgrounds celebrate the holiday through interviewing families, neighbors, friends.

Extended Literature

- *Corn is Maize*
- *The Boy Who Lived With the Seals*
- *Bony Legs*

BEST COPY AVAILABLE

HOLIDAY

Overview and Objectives

This activity gives students the opportunity to think in new ways about how they all approach life differently. This activity can also help to begin a discussion on the deeper meanings associated with the holiday season. The purpose is to enable students to discover that all individuals can actively participate in activities.

Materials and Preparation

1. Blindfolds and paper bags, enough for half the class
2. Items that can be described using sense of hearing, smell, touch and taste placed in individual paper sacks. *(Examples: Cinnamon stick, tea bag, slime, finger cymbals, etc. Prepare half as many sacks as the number of students in your classroom.)*
3. Copies of Holiday Grab Bag worksheet and reflection sheet for each student *(included in the Appendix p. 50 & 51)*
4. Overhead transparency of worksheet and overhead projector

Activity Sequence

1. The teacher assigns students to work in pairs, one to wear the blindfold, the other to record.
2. Teacher demonstrates how to do this activity by writing examples of descriptive words on the overhead.
3. Teacher then hands out one worksheet and paper bag with an item inside to each pair.
3. Students have ten minutes to list as many descriptive words as they can to describe the item in their group's sack, using only one word descriptors. (Neither student should name the item.)
4. The recorder must write down every descriptive word in the appropriate column ("blindfolded" or "not blindfolded") according to who says the words.
5. After discussion, the teacher hands out worksheet #2 for reflective writing.

BEST COPY AVAILABLE

GRAB BAG

Discussion Points

- "Share what you wrote in both columns."
- "What did you notice during the activity?"
- "How many of you who were not wearing the blindfold felt like your partner was offering just as much input into the group as you were?" *(Prompted discussion: All people have strengths and all people have needs. We must use our own strengths to participate.)*

Extension Activity

Science: This is a great opportunity to bring up the topic of adaptations. *(If there is a student in the class who may benefit from a class activity or a playground activity being adapted so that he/she can participate, this would be the time to brainstorm ideas as a class or design an adaptation as a class or in groups for that particular student.)*

Extended Literature

- *Hershel & the Hanukkah Goblins*
- *The Night Before Christmas*
- *An Edwardian Christmas*
- *Asher & the Capmakers*
- *Kwanzaa*

WHAT IF.....

Overview and Objectives

Students of social studies know how important it is to be able to think about the outcomes of our actions now and in the future. We use history and current events to predict the future. In this activity, students are encouraged to use this skill to consider a variety of situations and the actions they should take. The purpose is to provide students the opportunity to act out and practice dealing with different situations they may encounter with people who have various kinds of diversity.

Materials and Preparation

1. Cards with "What if . . ." scenarios *(included in Appendix p. 53)*

Activity Sequence

1. The teacher groups students into pairs. Give each pair one activity card.
2. The students have about ten minutes to read "What if . . ." card and practice their skit.
3. Each group presents their skit to the class.

BEST COPY AVAILABLE

Discussion Points

- *"What did you learn from the different skits?"*
- *"What were some of your favorite skits?"*
- *"What group did an exceptionally good job handling their situation?"*
- *"What group do you think could have done something different?"*
- *"Many times people feel uncomfortable in new situations. It can help to practice or to think ahead of time how you would treat someone that may be different than you are and to think about how you would want to be treated. Is there a time that this happened to you?"*

Extension Activity

Social Studies: Have students research groups of people who have been marginalized and ways they have been treated. Students can design a list of ways the group was discriminated against and ideas about how to change things for that group.

Extended Literature

- *A Bad Case of the Giggles: Kids Favorite Funny Poems*
- *Martin Luther King, Jr.*
- *The Choking Doberman and Other 'New' Urban Legends*
- *The Best Way to Play*

HEART BREAKING

Overview and Objectives

We used to say, "Sticks and stones will break my bones, but words will never hurt me." We realized though, that teasing does hurt and that students must examine their behaviors toward others. This activity is designed

- To promote an awareness of the pain experienced when a peer or group of peers makes fun of you
- To experience the importance of positive support from peers

Materials and Preparation

1. Assign students into groups of four.
2. Copy one heart worksheet for each student *(included in Appendix p. 55)*
3. Scissors and glue for each group.
4. Construction paper to glue finished hearts onto.

Activity Sequence

1. The teacher divides students into groups.
2. Students are to think of a time when their feelings were hurt by other kids. *(Some students may not be able to think of a time when this occurred. Encourage them to think of a time when they felt uncomfortable or left out.)*
3. Allow 10 minutes or until most of class has finished for each student to write down her/his experience on the lines in the middle of the heart.
4. The teacher assigns group reports. Each person will read her/his experience and then cut his/her heart into four pieces along the dotted lines and give one piece to each member of the group.
5. Next, each member writes one positive remark on the back of the piece of the heart they received to make the person feel better.
6. After each student has written a positive comment for that student, each student reads her/his response and hands it to the student who had the "broken heart."
7. That student then puts all the pieces together and pastes them on construction paper to reconstruct his/her heart.
8. Continue this activity for everyone in the group.

BEST COPY AVAILABLE

NEWS . . .

Discussion Points

- "How did you feel when you were left out of a group or teased?"
- "How did you feel when other members of your group gave you a positive comment?"
- "Raise your hand if you know someone who is constantly being made fun of or perhaps left out."
- "Why do you think people make fun of other people?" "How do you think this might make someone feel?
- "What are possible solutions or roles you can take to help solve or address this problem?"
- "What are some strategies you can use when you are put in a situation where you are feeling left out or mistreated?"
- "What responsibilities will you accept on the playground and in class to support others who are having difficulty being included in games or are feeling left out?" *(Brainstorm ideas with class. This is a perfect opportunity to ask for volunteers who would like to be playground buddies or classroom buddies to other students - - not only for those with disabilities but also to those who are having difficulty getting along with other students.)*

Extension Activities

Language Arts/Health: Students look through newspapers and magazines and cut out ads that advertise "perfect-looking" people. Discuss: "Does this value diversity among people?"

Write a response paper about what types of people are used in the ads.

Make an ad using different types of people, e.g., people with disabilities, overweight people, any other types of people that advertisements avoid.

Write a letter to the editor of the local newspaper that outlines concerns.

Extended Literature

- *A Valentine for You*
- *213 Valentines*
- *Arthur's Great Valentine*
- *We Are All Alike . . . We Are All Different*

BEST COPY AVAILABLE

POTATO

Overview and Objectives

Expanding on the uniqueness of all people, students will have the opportunity to see how some very simple things, such as how they like to eat a potato, vary among people. We are all different and unique. The activity is designed to assist students in recognizing and appreciating diversity among themselves.

Materials and Preparation

1. Potato Personality chart for each student *(included in Appendix p. 57)*

2. Poster to graph results *(This will be an enlarged version of the Potato Personality chart.)*

Activity Sequence

Note: This is a 2-part lesson. The first part is the following homework assignment, which should be given a few days prior to activity.

Part 1: Homework assignment

1. Students are given the Potato Personality chart and asked to write a paragraph predicting the most popular choice.
2. Students then interview 20 people about how they prefer their potatoes (baked, fried, mashed, etc.)

Part 2: In class

3. Students record the answers from their surveys onto the large graph.
4. The class reviews the data on the graph.

PERSONALITY

Discussion Points

- "Were most of your early predictions correct?"
- "What did you learn about individual potato preferences?"
- "What does this information tell us about people?" *(Prompted responses: people like different things, everyone is different, there are a lot of ways to serve potatoes!)*

Extension Activities

Art and Writing: Make potatoes from brown paper lunch bags. Use materials such as yarn, buttons, felt, etc. to decorate bags so that they become potato heads. Write stories about an adventure starring their potato head.

Social Studies: Students conduct a survey that looks for correlation between the way families eat their potatoes and their cultural background.

Extended Literature

- *The Amazing Potato: A Story in Which the Incas, Conquistadors, Marie Antoinette, Thomas Jefferson, Wars, Famines, Immigrants, and French Fries All Play a Part*
- *Chester's Way*
- *Arnie and the Skateboard Gang*
- *George and Marsha: The Complete Stories of Two Best Friends*

LOOSE O'LIPS

Overview and Objectives

Rumors have a way of becoming something that everyone thinks is true. Unfortunately, many rumors hurt people. In this activity, students see how stories change over time and have very little of the original information. They will learn

- To demonstrate how and why rumors are born
- To isolate particular breaks in communication
- To demonstrate how personal bias creates distortion
- To provide practice in objective listening

Materials and Preparation

Rumor sheet *(included in Appendix p. 59)*

Activity Sequence *(variation on the Telephone Game)*

1. Six students are chosen and asked to leave the room. An additional person is chosen to be the "Loose O'Lips Leprechaun" and given the rumor sheet.
2. The Leprechaun student reads the rumor to the rest of the class.
3. Student #1 enters the room. The Leprechaun reads the rumor to that student.
4. The remaining five students enter the room one at a time to hear the rumor from the previous student (i.e. student #1 tells student #2; student #2 tells student #3, etc.)
5. The last student relates the final rumor to the class.
6. The Leprechaun reads the original rumor at the end of the whole sequence.
7. The rest of class observes what happens as the rumor is repeated from one person to the next.

34

LEPRECHAUN

Discussion Points

- "What did you observe?"
- "How did the original rumor change?"
- "Which parts of the rumor seemed to change the most throughout the activity?"
- "How many times do people start rumors about other people who are different than they are due to fear or not understanding their differences?"
- Introduce students to "People First" language which describes the person first, not the disability *(included in Appendix p. 60).*

Extension Activity

Language Arts: Ask students to write about a time when a rumor was spread about them or someone they know. Have them describe how they felt, what they did about it, and what they think they could have done differently.

Extended Literature

- *Amber Brown is Not a Crayon*
- *Daniel O'Rourke: An Irish Tale*
- *Mary McLean and the St. Patrick's Day Parade*

THE LABEL

Overview and Objectives

Stereotypes and labels are often used to separate and alienate people. Students often do not understand how labels are used and that they can hurt. This activity provides students the opportunity to reconsider labels. They will learn

- To explore the phenomena of using labels for themselves and others
- To look at the meanings of labels and to provide a way to eliminate the use of negative labels

Materials and Preparation

1. Label Junk Yard worksheet *(included in Appendix p. 61)*
2. "People-First" language reference page *(included in Appendix p. 60)*

Activity Sequence

1. The teacher explains that the class will be discussing labels that are used in describing people. Be sure that everyone understands what a label is. *(Labels can be explained by the way products are advertised such as Lowfat milk, American cheese, etc. Labels used for people would be female, male, white, Hispanic etc.)*
2. After the basic concept of labeling is clear to the class, the teacher hands out worksheets.
3. Students fill out the top part of the Labels worksheet by circling the labels that they feel apply to them.

JUNK YARD

Discussion Points

- "How do you feel about the labels that you have chosen?"
- "Do you feel that these labels give an accurate description of who you are and what your abilities are?"
- "What do you feel are the advantages and the disadvantages of labeling people and getting to know someone only by how they have been labeled?"
- "What kind of effect does it have on a person when you only talk about things they cannot do?"
- "Why do we use a "People-First" language system?"

Extension Activities

Language Arts: Cut out labels from magazines, products, newspapers, and make a label collage.

Social Studies: Survey family members to find out product labels that are used for generic products (e.g., Kleenex for facial tissue, Xerox for photocopying, Rollerblades for in-line skates). Discuss implications for how labels become standard terms.

Extended Literature

- *The Lorax*
- *The Great Kapok Tree*
- *Taking Sides*
- *Doug's Big Shoe Disaster*

MAY

Overview and Objectives

As students realize that they are all individuals and have unique talents, many of them will want to establish goals to learn to do certain things better. This activity provides students an opportunity to set their own goals, while underscoring their knowledge that we all have different goals for ourselves. In addition, this activity is designed

- To assist students establishing their own future goals
- To help students understand why people with different abilities may have materials adapted for them and may be working on different goals in the classroom
- To promote self esteem.

Materials and Preparation

1. Circles cut out from pattern for each student *(included in Appendix p. 62)*
2. One petal pattern cut out on tag paper for each student, so students can trace and cut 6 petals from construction paper

Activity Sequence

1. Students write 3 goals and 3 strengths on the six petals and decorate them.
2. Students draw a self-portrait and write their name in the circle provided.
3. Students glue all the petals around the circle to make a flower.

FLOWERS

Discussion Points

- "Share your completed flower with the class."
- "What did you learn about yourself?"
- "What was the most difficult part of the assignment?"
- "What was the easiest part of the assignment?"
- "What goal would you like to work on for yourself?"
- "Why do different people have different goals?"

Extension Activity

Science: Complete the science unit on parts of a flower. How many different kinds of flowers can you identify around the school?

Extended Literature

- *Where the Sidewalk Ends*
- *Lives of the Musicians*
- *Lives of the Artists*

FRIEND

Overview and Objectives

Particularly as students begin to think about ending the school year, many wonder if the support and encouragement they have received will continue over the summer and during the next school year. This activity provides students the opportunity to discuss these questions. In addition, this activity is designed to promote the importance of friendships for everybody.

Materials and Preparation

1. A copy of the ship for each student *(included in Appendix p. 65)*

Activity Sequence

1. The teacher asks the class to brainstorm important qualities that friends should have.
2. The students write on the ship the qualities they think are important for friends to have.
3. Students decorate and cut ships out.
4. The teacher asks students to share the information on their ships.

SHIPS

Discussion Points

- "Why is it important to you to have friends?"
- "How do you make friends?"
- "How do you think it feels not to have any friends?"
- "Are there people you know that don't have friends?"
- "What can you do to help change that?"

Extension Activities

Social Studies: This is a perfect time to help facilitate friendships and contacts over the summer. Make a friendship book where students can write phone numbers and make plans for the summer. Discuss options for summer activities available in the community.
Science: Experiment with why items sink or float in water.

Extended Literature

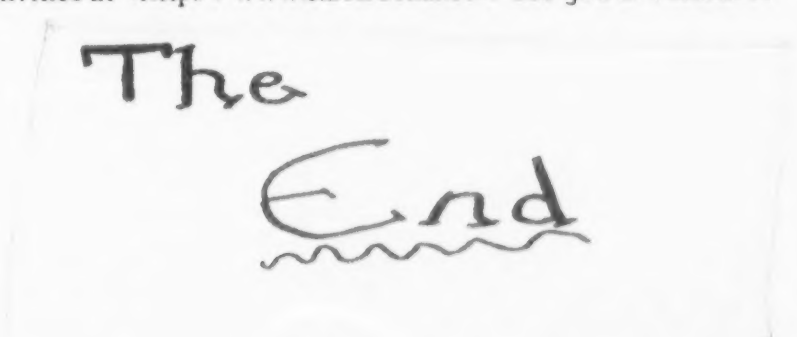
- *The Chick and the Duckling*
- *The Giving Tree*
- *Laura's Star*

Concluding Thoughts

As we are sure you now know, this book is about beginnings, not endings. The activities in this book are designed to help you, the classroom teacher, enter the conversation about individual differences with your students. Remember our essential question from the beginning of the book - - "How different will it be when children who respect and value individual differences run the world?" How different are your students now? How different will they be as adults who understand just a little bit more about their peers?

If you have developed a classroom activity or way of introducing difference in your classroom, we would love to hear from you. Over the next year, we hope to collect a whole new group of activities and produce *Volume 2* of *Activities For A Diverse Classroom: Connecting Students.* If you have an idea, please write to us using page *68* in the Appendix.. Of course if we print your activity, your name will be in our next book.

In addition, if you have other titles to add to the list of extended literature, let us know about them. We were very impressed to find the vast listings of children's books dealing with social justice issues, particularly those we found listed on the Internet. Be sure to check out the "children's and young adult literature/social issues" in the Amazon web site <http://www.amazon.com>. You will find listings for a variety of issues, including: friendships, self-esteem, peer pressure, prejudice and racism, special needs, and more. In addition, you may want to check out books, activities, and tips for teachers at <http://www.troll.com>, and examples of classroom activities at <http://www.classroom.net>. See you in *Volume 2!*



APPENDIX

43

Name Tags (for p. 18)

Sleepy	Doc
Happy	(Use Happy only if there's an odd-numbered group)
Lady	Tramp
Jack	Jill
Tom	Jerry
Coyote	Roadrunner
Sleeping Beauty	Prince

44

Beauty	Beast
Dorothy	Toto
Little Red Riding Hood	Wolf
Winnie the Pooh	Tigger
Aladdin	Jasmine
Milo	Otis
Bart	Homer
Charlotte	Wilbur

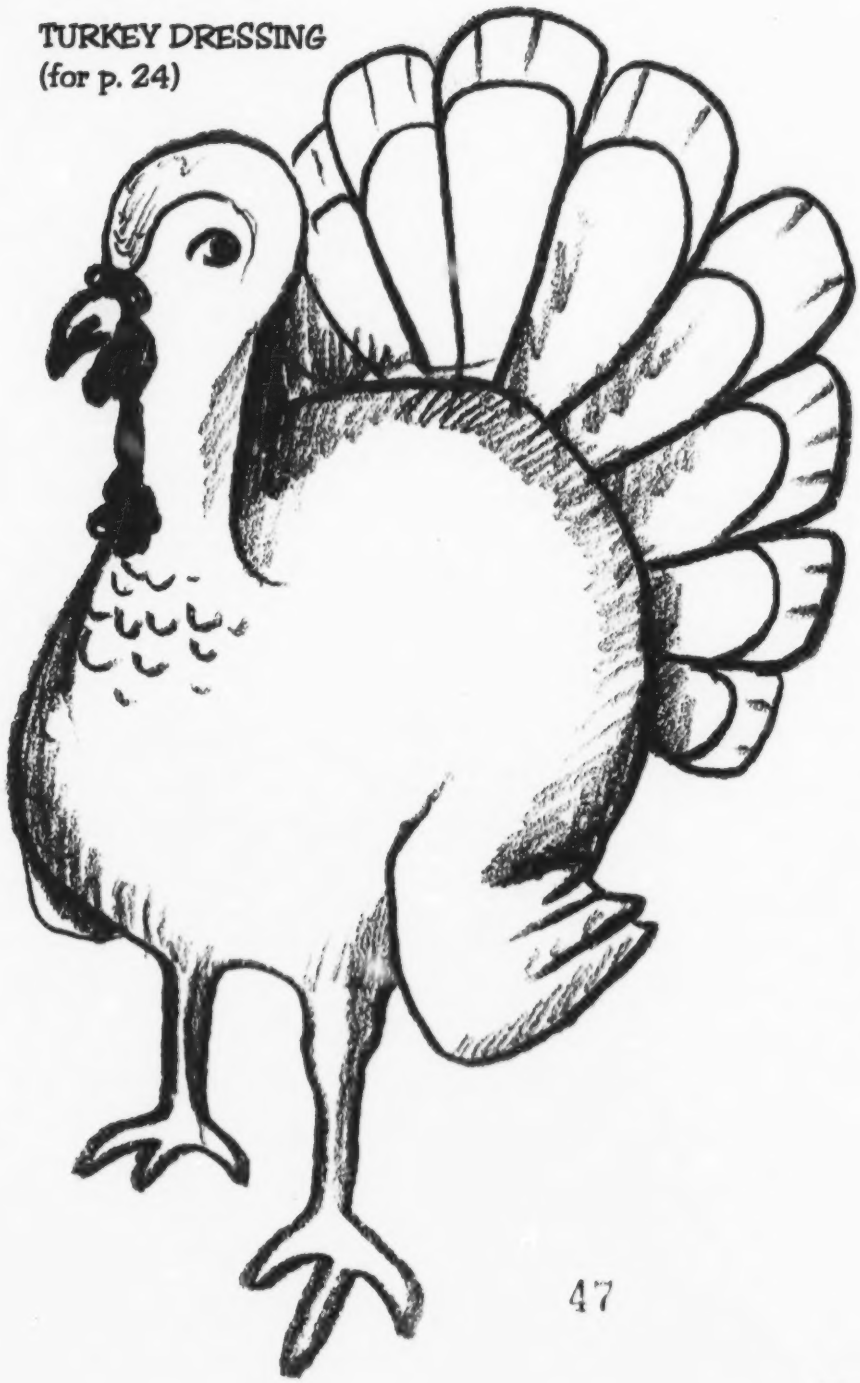
45

ESCAPE FROM THE HAUNTED HOUSE
(for p. 22)

It was a dark night in October and the full moon was the only light that could be seen. Five children named _____, _____, _____, _____ and _____, decided to go out late at night when their parents were asleep to explore the haunted house at the corner of the street. The children had been warned to stay away from this haunted house, but Halloween was near and the children wanted an adventure. The five children crawled through an unlocked window on the side of the house. They walked around the house using candles they had taken from home for light. All of a sudden, they heard a loud bang. The window had slammed shut! They tried to open it, but it was stuck. They ran to the front door but it too was stuck. They began to panic. They heard a shrill shriek and one of the children swore he had seen something move. Just then, someone spotted a light coming through the high ceiling. It appeared to be a small opening. Another person spotted a stool in the corner. This was their only hope. They knew the only way they could escape was if they worked together. They needed a plan.

How will your group escape from the haunted house? Use all the skills your group has to plan the perfect escape.

TURKEY DRESSING
(for p. 24)



BEST COPY AVAILABLE

HOLIDAY GRAB BAG (for p. 26)

Group Members: Item:

Blindfolded	Not Blindfolded

Name _____

Reflecting On The Holiday Grab Bag

Take a few minutes to write down the answers to the following questions:

1. What did you notice about the responses given by the person with the blindfold and the person without the blindfold? How were they the same?

2. How were the responses different?

3. Why do you think this occurred?

4. What did you learn?

WHAT IF . . SCENARIOS (for p. 28)

What if . . .
It is your first day of school and you find out you are sitting next to Joe. Joe uses a wheelchair and has difficulty pronouncing words clearly. You start to talk to him and realize you have a lot in common with Joe. You start to like each other. When you go out to recess you notice that Joe has nobody to play with. What can you do?

What if . . .
You know a student in your class who is blind. You will be having a swimming party next week and inviting the whole class. What can you do to make everyone feel welcome and comfortable?

What if . . .
Your next door neighbor dresses in clothes that many people say are weird. You know her clothes are from the country that she used to live in. This is the first year she will be starting at your school. When the other kids meet her they notice she is different and they start to tease her. What can you do?

What if . . .
You know a girl who is really good at four-square. When you play with her at recess, you realize that she is learning English and she already knows a lot of Spanish. What can you do?

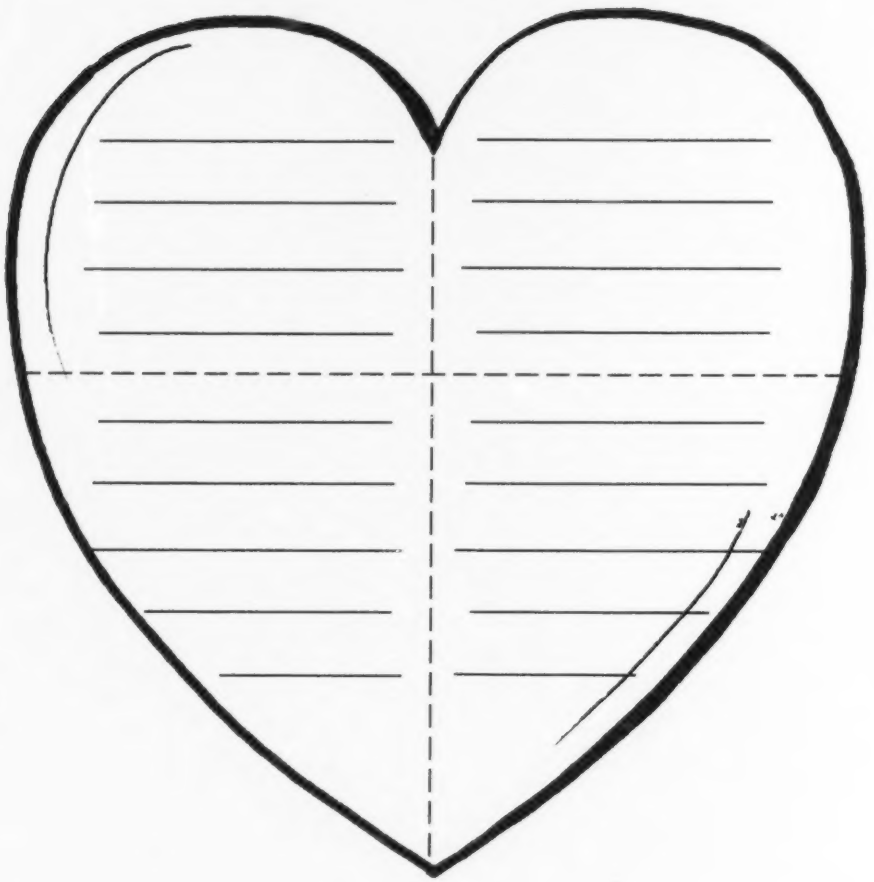
What if . . .
You know a boy who has a difficult time writing, so he uses a computer. His computer is in the back corner of the room, making it awkward for him to use throughout the day. What can you do?

What if . . .
There's a student in your class who is a great artist. It seems that every time the class is working on an art activity, this student is gone for extra help from the speech therapist, or resource teacher. What can you do?

What if . . .
There is a boy in your class who has trouble understanding math. He's the only student in the class who uses chips to do his math tests. Some of the students make fun of him. What can you do?

Hearts Worksheet

(from p. 30)



POTATO PERSONALITY (for p. 32)

Your Prediction: How do you think most people prefer their potatoes?

Interview family members and friends to find out how they prefer their potatoes.

Mashed	Latkes	Fried	Chips	Baked

LOOSE O'LIPS RUMOR

(for p. 34)

(OPTION #1)
I was walking through the office this morning when I heard the principal talking. She was telling my teacher about a new student who is joining our class. She said he cannot talk or walk. I don't know how this student will fit in and be able to do his work.

(OPTION #2)
I was on the playground this morning and I heard the fifth grade teacher talking about our teacher. She said that we didn't get enough homework and that we had to do at least 3 hours of homework every night. Can you image that? My parents wouldn't let me play with my friends or anything if I had that much homework. What are we going to do?

PEOPLE FIRST LANGUAGE (for p. 35)

Language shapes and reinforces our attitudes toward one another. When labels are used to describe someone, that person may be viewed by others as too different to become acquainted with. "People First" language acknowledges that all persons are individuals first and have many more characteristics and qualities in common with each other than differences.

Descriptions which label a person based on qualities such as disability, ethnicity, weight, sexual orientation, or any other single characteristic should be used only in contexts in which the label is important to the discussion. For example, when introducing a new student to the class, a teacher wouldn't say, "Here is the new disabled girl, Mary. She is mentally retarded." But, he/she might say, "I want you to meet our new student, Mary. She likes Legos™, ballet, and is very friendly." But if Mary's teacher and her parents have a meeting to discuss ways to help her learn to read, it might be important to discuss her disability.

Examples of "People First" language:

- Adam is a young boy *with* cerebral palsy.
- Jason is a thirteen-year-old *with* a learning disability.
- Alex is a kindergartner and *has* autism.
- Junko Mori is the Girl Scout whose parents came from Japan.
- Lacy *uses* a wheelchair.
- Jacob who *has* mental retardation (or who *has* a cognitive disability)

Notice how "People First" language sounds more "person-focused" than using: a CP boy, a learning-disabled teen, an autistic kindergartner, a Down's son, a wheelchair-bound student, that Japanese girl, or retarded children. All individuals are composed of many characteristics.

As our language evolves, perceptions and attitude changes follow. "People First" language helps to promote the acceptance, respect, and inclusion of all people.

LABEL JUNK YARD (for p. 36)

Circle the labels that describe you:

boy	short	tall	fat
girl	skinny	happy	sad
athletic	honest	trustworthy	selfish
smart	blue-eyed	brown hair	blonde
funny	pretty	ugly	handsome
serious	intelligent	loves school	friendly
loner	hates school	social	easy going

Using the labels you circled and any others you would like to add, write a short description of yourself.

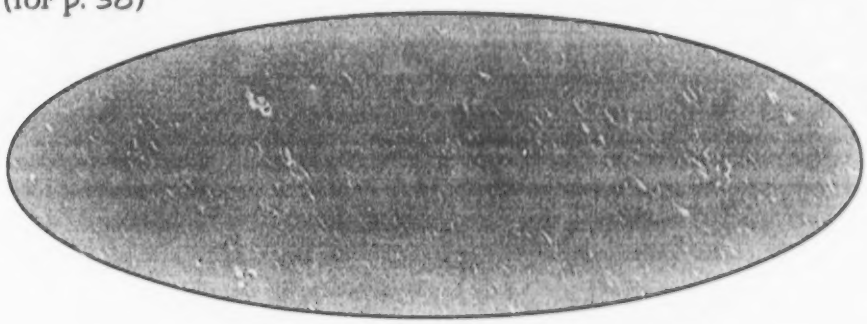
_____

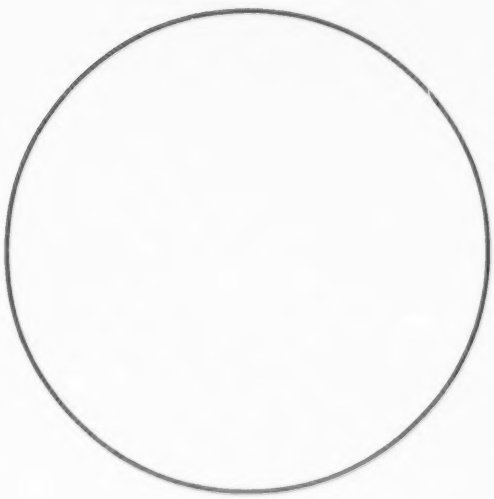
_____

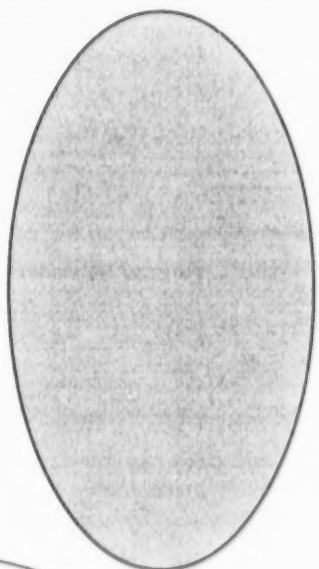
_____

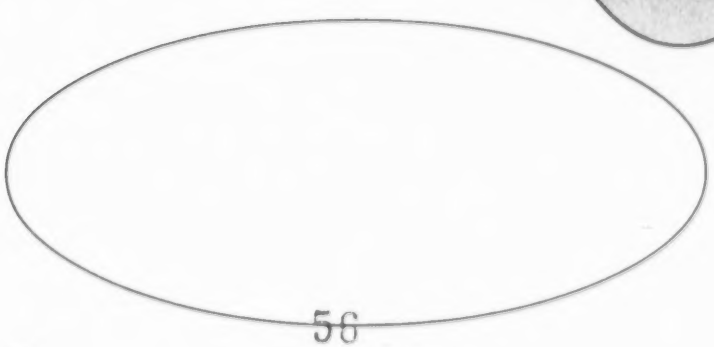
Parts for Flowers

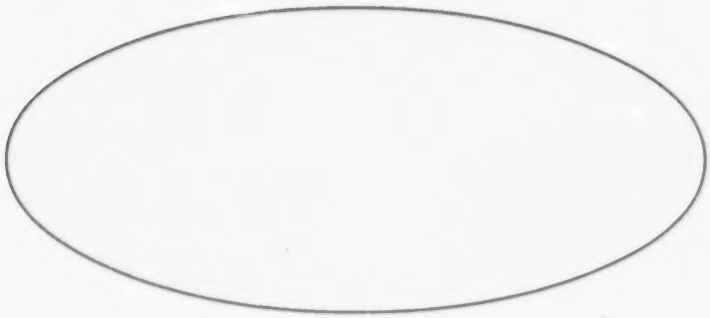
(for p. 38)

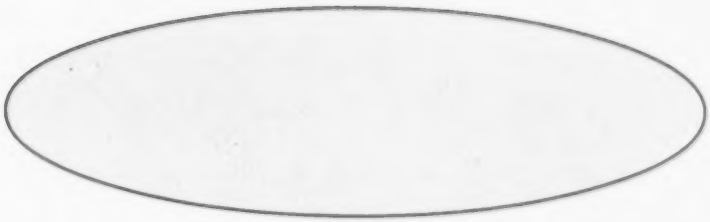


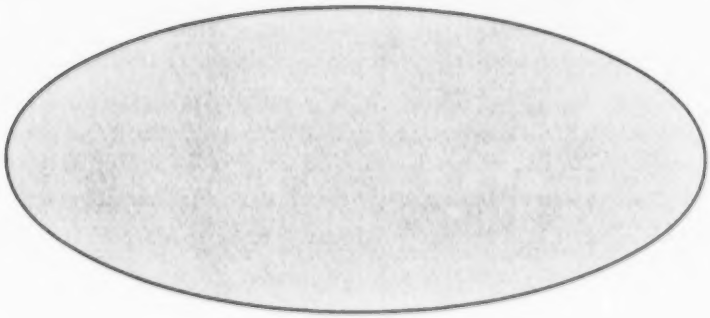




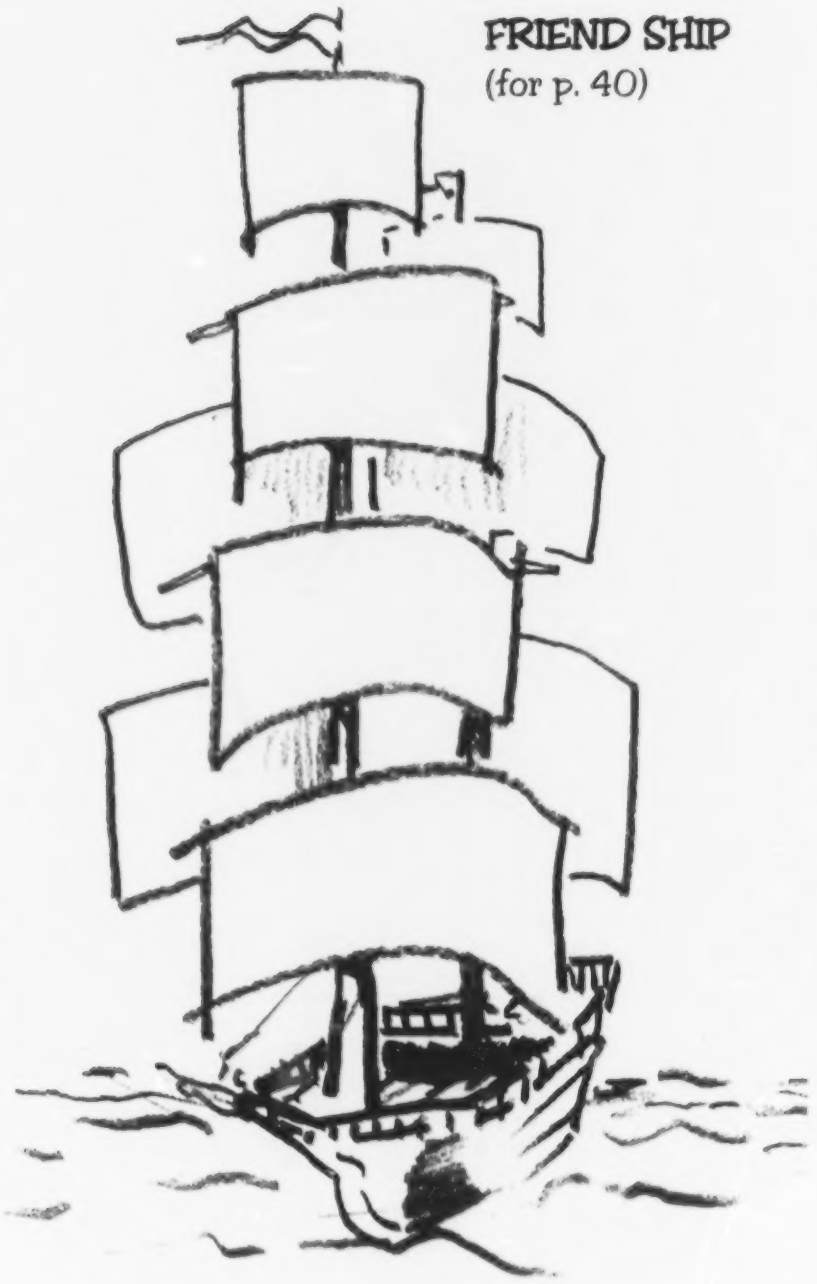








FRIEND SHIP
(for p. 40)



BEST COPY AVAILABLE

References for Children's Literature

Aliki. (1976). *Corn is maize: The gift of the Indians.* New York: Crowell.

Allington, R. (1985). *Feelings (Beginning to learn about).* Milwaukee, WI: Raintree/Steck-Vaughn.

Baumgart, K. (1997). *Laura's star.* New York: Little Tiger.

Bray, R. L. (1995). *Martin Luther King.* New York: Greenwillow.

Brunvand, J. H. (1986). *The choking doberman and other 'new' urban legends.* New York: Norton.

Carlson, N. (1997). *Arnie and the skateboard gang.* New York: Puffin.

Cheltenham Elementary School Kindergartners. (1991). *We are all alike . . . we are all different.* New York: Scholastic.

Cherry, L. (1990). *The great kapok tree: A tale of the Amazon rain forest.* San Diego: Harcourt Brace Jovanovich.

Cohen, B. (1993). *213 Valentines.* New York: Holt.

Cole, J. (1983). *Bony legs.* New York: Simon & Schuster.

Copage, E. V. (1991). *Kwanzaa: An African-American celebration of culture and cooking.* New York: Morrow.

Cosby, B. (1997). *The best way to play.* New York: Scholastic.

Cosby, B. (1997). *The meanest thing to say.* New York: Scholastic.

Cosby, B. (1997). *The treasure hunt.* New York: Scholastic.

Dahl, R. (1964). *Charlie and the chocolate factory.* New York: Knopf.

Danziger, P. (1995). *Amber Brown is not a crayon.* New York: Scholastic.

Dickinson, R. (1996). *The 13 nights of Halloween.* New York: Scholastic.

England, L. (1997). *3 kids dreamin'.* New York: Margaret McElderry.

Ginsburg, M. (1988). *The chick and the duckling.* New York: Alladdin.

Goble, P. (1994). *Adopted by eagles: A Plains Indian story of friendship and treachery.* New York: Simon & Schuster.

Goodall, J. S. (1978). *An Edwardian Christmas.* New York: Atheneum.

Hankes, K. (1997). *Chester's way.* New York: Mulberry.

Hoban, L. (1989). *Arthur's great big valentine.* New York: Harper Collins.

Jenkins, J., Aaron, J., & Kassirer, S. (1997). *Doug's big shoe disaster.* New York: Disney.

Kimmel, E. (1995). *The adventures of Hershel of Ostropol.* New York: Holiday House.

Kimmel, E. A. (1989). *Hershel and the Hanukkah goblins.* New York: Holiday House.

Kimmel, E. A. (1993). *Asher and the capmakers.* New York: Holiday House.

Knoll, S. (1991). *Mary McLean and the St. Patrick's day parade.* New York: Scholastic.
Krull, K. (1993). *Lives of the musicians: Good times, bad times (and what the neighbors thought).* New York: Harcourt Brace.
Krull, K. (1995). *Lives of the artists: Masterpieces, messes (and what the neighbors thought).* New York: Harcourt Brace.
Lansky, B. (1994). *A bad case of the giggles: Kids' favorite funny poems.* New York: Meadowbrook.
Lindsay, V. (1928). *Johnny Appleseed and other poems.* New York: Macmillan.
Marshall, J. (1997). *George and Martha: The complete stories of two best friends.* New York: Houghton Mifflin.
Martin, R. (1993). *The boy who lived with seals.* New York: Putnam.
McCormick, D. J. (1939). *Tall timber tales: More Paul Bunyan stories.* Caldwell, ID: Caxton.
McDermott, G. (1988). *Daniel O'Rourke: An Irish tale.* New York: Viking.
Meltzer, M. (1992). *The amazing potato: A story in which the Incas, Conquistadors, Marie Antoinette, Thomas Jefferson, wars, famines, immigrants, and French fries all play a part.* New York: Harper Collins.
Moore, C. C. (1961). *The night before Christmas.* New York: Random House.
Packard, M. (1996). *Spooky stories and other scary stuff.* Mahwah, NJ: Troll Associates.
Riggio, A. (1994). *Beware the brindle beast.* Honesdale, PA: Boyds Mills.
Seeger, P. (1994). *Abiyoyo: Based on a South African lullaby and folk story.* New York: Aladdin.
Seuss, Dr. (1971). *The lorax.* New York: Random House.
Silverstein, S. (1964). *The giving tree.* New York: Harper & Row.
Silverstein, S. (1974). *Where the sidewalk ends: The poems and drawings of Shel Silverstein.* New York: Harper & Row.
Soto, G. (1992). *Taking sides.* New York: Harcourt Brace.
Watson, W. (1991). *A Valentine for you.* Geneseo, NY: Clarion.
Wood, N. (1995). *The girl who loved coyotes: Stories of the Southwest.* New York: Morrow.
Yolen, J. (1994). *Beneath the ghost moon.* New York: Little, Brown & Co.

DATE:

TO: Barbara Buswell
PEAK Parent Center
6055 Lehman Drive, Suite 101
Colorado Springs, CO 80918

FROM:

Hello! I have this great idea about a classroom activity that can be used by other teachers to start the conversation about differences. I have enclosed a description of the activity including:

- Overview and Objective(s)
- Materials
- Preparation
- Activity
- Discussion Points
- Additional Book Titles for Extended Literature
- Additional Web Sites

If you use my activity, I understand that it will be published by PEAK Parent Center. By submitting this activity, I give PEAK permission to edit and use my materials as long as my name is listed as one of the authors. Thank you, and I look forward to *Volume 2 of Activities For A Diverse Classroom: Connecting Students.*

Sincerely,

_____ _____

Sign here Date

Activities for a Diverse Classroom: Connecting Students

PEAK Parent Center, Inc.
6055 Lehman Drive
Colorado Springs, CO 80918

BEST COPY AVAILABLE